CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses: (a) the previous study, (b) speaking, (c) simulation.

A. Previous Study

The writer has found some previous studied that related to this study as follow:

First, the study by madsa entitle motivating students' speaking skill through simulation in English for spesific purposes" shows:[1](1) Students are highly motivated with this approach. It is shown from their work on some assignments and task given with good results. (2) Students are keen on attending the class as they feel that they get enough practice as well as theory. (3) Students state that their English is improved in some ways. (4) Students feel more confidence. (5) Students state that the lecturer give good assistant during the class. (6) Students can achieve their expectation in learning English. (7) Students state that the equipment provided in class is very useful easy to use. (8) Students sate that this simulation approach can be continued with some improvement.

Second, the study by Nurviana Hardianty: "Improving Speaking Skill Through The Use Of Simulation Technique" shows that the use of simulation technique is effective in improving the students' speaking skill. It can be seen from the result of the data analysis, in the pre-test the result was 35.4 while in the post-test the result increased to 57. Obviously, it indicated that the speaking skill of the eleventh grade students of SMA Al-Khairaat was improved. The students

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[1]Taksuriya Madsa, *Motivating Students' Speaking Skill Through Simulation In English For Spacific Purposes*, 1 Mae Fah Luang University International Conference 2012, p .7

could speak more fluently and understand what the speaker says easily. Secondly, there was a significant difference between the mean values of pre-test and post-test. It was proved since t counted value (5,4) was higher than t- value (1.761). It means that the research hypothesis was accepted.[2]

Three, the study by rani entittle: "the effectiveness of simulation method to teach speakaing skill viewed from the students self-confidence (an experimental reearch on the eleventh grade of sman 1 sambung macan in the academic year of 2010/2011)" shows from the students mean score, the mean score of the students who are taught by using simulation method (61.7) is higher than those who are taught by using audiolingual method (58.6). next, students having high self-confidence have better speakaing skill than the students having low self-confidence. The mean score of students having high sel-confidence (64.8) is higher that students having low self- confidence (55.3), the, there is an interaction between the method used and students self confidence in teching speaking, due to the fact that the result of annova shws that fo interaction (58.58) is higher than ft at the level of significance = 0.05 (4.00) and ft at the level of significance = 0.01 (7.08) and the result of turkey test shows that simulation method for teaaching speakig for student havinghigh elf-confience and audiolingual method is more effective than simulation methood for teahing speaking fr students having lw self confidence.[3]

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[2]Nurviana Hardianty, *Improving Speaking Skill Through The Use Of Simulation Technique*, e-Journal of English Language Teaching Society (ELTS) Vol. 1 No. 2 2013 – ISSN 2331-1841. P . 9
[3]Riani, *The Effectiveness Of Simulation Method To Teach Speaking Skill Viewed Frow The Students Self Confidence* (An Experimental Research On The Eleventh Grade Of Sman 1

Based on the research findings, it can be concluded that simulation method is an effective method to teach speaking skill, and the effectiveness is affected by the level of the student self confidence. Self confidence significantly contributes to learner willingness to communicate in a foreign language. Dealing with the speaking in front of class, the student having high-self confidence perform better than the students having low self-confidence. They are not afraid to make little mistakes or errors when they are speaking because they considered it as a part of learning. Simulation method allows the learners to express themselves and also helps them to boost their self confidence to speak in front of class. It reduce teacher speaking time in class while increasing student speaking time. Therefore, simulation method is an effective method to teach speaking skill viewed from the the students self confidence.

B. Speaking

1. Nature of Speaking

Fulcher, in Nashihatur Rosyidah, The Effectiveness Of Debate In Improving Students' Speaking Ability state that Speaking is the verbal language used to communicate with others.[4] Lado in Nashihatur Rosyidah point out that speaking ability is described as the ability to express oneself in life situations, or the ability to express sequence in ideas fluently.[5] Speaking consists of producing systematic verbal utterances to convey meaning (Utterances are simply things

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Sambung Macan In Academic Year Of 2010/2011) university of surakarta. 2011 was taken from htttp://www.pasca.uns.ac.id 10 october 2014

[4]Nashihatur Rosyidah, The Effectiveness Of Debate In Improving Students' Speaking Ability At Twelveth Grade Student Of Sman 3 Ponorogo In Academic Year 2012/2013. P.5

[5] Ibid .p.5

people say). Florez in Nashihatur Rosyidah point out that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It is often spontaneous, open-ended, and evolving.[6] It means that speaking is the ability of somebody to express or to give ideas using verbal communication to communicate with others spontaneously. And it involves producing, receiving and processing information.

2. Speaking Ability

Brown said that, Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.[7] Jones in jack stated that talk is assosiated with othe activities. For example, student may be engaged in hand activities to explore concept assosiated with floating and sinking. In this type of spoken language student and teacher usually focus on meaning or on talking their way to understanding.[8] The another comment from jones shows that initially talk as performance needs to be prepared for and scaffolded in much the same way as written text acessible can be applied to the formal uses of spoken language.[9]

3. The Characteristic of Successful Speaking

The characteristic of successful speaking active as stated by Penny Ur name:[10]

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[6] Ibid. P.6

[7] Brown, was taken from http://www.area.dge.mec.ptgramaticawhatspeakingis.htm

8 Jack c richard, teaching listening and speaking: from theory to practice. Cmbrigde university, 2008. P 24

9 Ibid p.30

[10] Penny Ur, A Course In Language Teaching, cambridge university press 1999, p.120

a) Learners talk a lot as much as possible of the period of time allotted to the activity is in fact occupied by the learner talk.

b) Participation is even. Classroom discussion is not dominated by a minority of talk active participants: all get chance to speak, and contributions are fairly evenly distributed.

c) Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it.

d) Language is of an acceptable level, learners express the in selves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. In order to success students speaking ability, students need to have ability to talk a lot, participants to talk, motivations and language acceptable level.

4. The Assessment of Speaking

The assessment of speaking is to asses, oral language on systematic and have procedures or reassessment activities that can seedily be incorporated into plans by making assessment reflecting to instructions it will increase the validity and reliability of assessment approachs.[11]

for assessing the skills of speaking, need a form of rubric assessment instrument. This tool is used to provide an assessment that is more measurable and observable. This is rubric examples that can be used as a reference for speaking assessment by oller.

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[11] J. Michael o'malley, Authentic Aassessment For Falsies Language Learnerss, longman: usa, 1996, p, 18

Proficiency Description	1	2	3	4	5	6	
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	
Total Score							

Note:

Conversion Table

Total Score	FSI Level
16 – 25	0 +
26 – 32	1
33 – 42	1 +
43 – 52	2
53 – 63	2 +
63 – 72	3
73 – 82	3 +
83 – 92	4
93 – 99	4 +

Speaking Proficiency Scale

(Oller)

1) *Able to satisfy routine travel needs and minimum courtesy requirements*. Can

   ask and answer question on topics very familiar to him; within the scope of

his very limited language experience can understand simple questions and statements …

2) *Able to satisfy routine social demands and limited work requirements.* Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information …

3) *Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics.* Can discuss particular interests and special fields of competence with reasonable ease; comprehension is quite complete for a normal rate of speech; vocabulary is broad enough that he rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors never interfere with understanding and rarely disturb the native speaker.

4) *Able to use the language fluently and accurately on all levels normally pertinent to professionals needs.* Can understand and participate in any conversation within his range of experience with a high degree of fluency and precision of vocabulary; would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations; errors of pronunciation and grammar quite rare; can handle informal interpreting from and into the language.

5) *Speaking proficiency equivalent to that of an educated native speaker.* Has complete fluency in the language such that his speech on all levels is fully

accepted by educated native speakers in all of its features, including breadth

of vocabulary and idiom, colloquialisms, and pertinent cultural references.

Rating on Scale

Proficiency description	Proficiency score	Rating on scale
Accent	1	Pronunciation frequently unintelligible.
	2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
	3	"Foreign accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
	4	Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
	5	No conspicuous mispronunciations, but would not be taken for a native speaker.
	6	Native pronunciation, which no trace of "foreign accent".
Grammar	1	Grammar almost entirely inaccurate except in stock phrases.
	2	Constant errors showing control of very few major patterns and frequently preventing communication.
	3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
	4	Occasional errors showing imperfect control of some patterns but no weakness that causing misunderstanding.
	5	Few errors, with no patterns of failure.
	6	No more than two errors during the interview.
Vocabulary	1	Vocabulary inadequate for even the simplest conversation.
	2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
	3	Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics

	4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
	5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situation.
	6	Vocabulary apparently as accurate and extensive as that of an educated native speaker
Fluency	1	Speech is so halting and fragmentary that conversation is virtually impossible.
	2	Speech is very slowly and uneven except for short or routine sentences.
	3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
	4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
	5	Speech is effortless and smooth, but perceptibly non-native in speed and evenness.
	6	Speech is on all professional and general topics as effortless and smooth as a native speaker's.
Comprehension	1	Understand too little for the simplest type of conversation.
	2	Understands only slow, very simple speech on common social and touristic topic; requires constant repetition and rephrasing.
	3	Understand careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing.
	4	Understands quite well normal educated speech directed to him, but requires occasional repetition and rephrasing.
	5	Understands everything in normal educated conversation except for every colloquial or low-frequency items, or exceptionally rapid or slurred speech.
	6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

5. Problem of Speaking

There are some characteristics can make speaking difficult. As Brown demonstrates some characteristics of spoken language can make oral performance easy as well as, in some cases difficult:[8]

a) *Clustering*

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

b) *Redundancy*

The speaker has an opportunity to make meaning cleaner through the redundancy of language. Learners can capitalize on this feature of spoken language.

c) *Reduce* forms

Contraction, elisions, reduced vowels, etc., all form special problems in teaching spoken English.

d) *Performance* variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections.

e) *Colloquial* language

Make sure your students reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.

f) Rate of delivery

Another salient characteristic of fluency is rate of delivery. How to help learners achieve an acceptable speed along with other attributed of fluency.

g) Stress, Rhythm, and Intonation

The most important characteristic of English pronunciation, as well be explained below. The stress times rhythm of spoken English and its intonation patterns convey important messages.

h) Interaction

Learning to produce moves of language in a vacuum-without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

6. Types of Speaking Performance

There are six types of classroom speaking performance that students are expected to carry out in the classroom:[7]

a) Imitative

A very limited portion of classroom speaking time may legitimately be speech generating "human tape recorder speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out nit the purpose of meaningful interaction, but for focusing on some particular element of language form.

b) *Intensive*

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learners "going over" certain forms of language.

c) *Responsive*

A good deal of student speech in the classroom is responsive: short replies a teacher or student. Initiated questions or comments. Such speech can be meaningful and authentic.

d) *Transactional (dialogue)*

Transactional language, carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

e) *Interpersonal* (dialogue)

The other form of conversation mentioned in the previous was interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of fact and information. Learners would need to learn how such features as the relationship between interlocutor, casual style, and sarcasm are coded linguistically in this conversation.

f) *Extensive (monologue)*

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports summaries of perhaps short speeches.

From the criteria of speaking performance above, the writer choose transactional dialog, because Most simulations demand that the participants are supplied with background information and materials to work from both before and during the simulation.12

And another type from Feez and Joyce's approach to text-based instruction provides a good model for teaching talk as performance. This approach involves[13]

a) Teaching explicitly about the structures and grammatical features of spoken and written texts

b) Linking spoken and written texts to the cultural context of their use

c) Designing units of work that focus on developing skills in relation to whole texts Providing students with guided practice as they develop language skills for meaningful communication through whole texts

C. Simulation

1. Concept and Definition

Simulation a language learning model which allows students to express themselves to their peers in a group setting, groups comprising usually three or four.[14]

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[12] Friederike Klippel, *Communication Fluency Activities For Language Teaching*, cambride university, London, 1984, p. 121

[13] Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, newyork : Cambridge university,2008, p.36

2. Categories of Simulation

David kaufman stated that There are several categories of simulation are:[15]

Kinds	Description
software	It/application training. (computer assisted test)
Business	Management skills, running simulated companies, accounting practices. (job interview)
situational	Communication skills, problem-solving, decision-making. (dialog)
technical	Physical systems,equipment. (enginering)
procedural	Step by step processes. (instruct something)
Virtual worlds	Recreating workplaces, environments (imitate something seems real)
Hybrid	Combination of above

3. Element of Simulation

There several element of simulation are:[16]

a) Use of simulation genres, including branching stories, virtual products, virtual labs, interactive spreadsheets, flight simulators, 3D maps, others

b) Appropriate use of elements such as modelling, AI, graphics, interface

c) Creation of an atmosphere similar to actual context

d) Presentation of behaviour to be modelled (e.g., narratives, instructions, case studies)

e) Provision of feedback from decisions thats hows'natural'consequences

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[14]Sharrock, W W, & Watson, D R (1985). *Reality Construction in L2 Simulation*s. In Crookall, D (ed). Simulation applications in L2 education and research. Oxford: Pergamon. P.2

[15] David Kaufman, *Simulations for Teaching and Learning in Higher Education*, simon fraser university, briyish columbia canada, p.20

[16] David Kaufman, *Simulations for Teaching and Learning in Higher Education*, simon fraser university, briyish columbia canada, p.26

4. Advantages and Disadvantages of simulation

David kaufman states that the advantages we can get from simulation inteaching learni process as follow:[17]

a) Provides practice and feedback

b) Safer to make mistakes

c) Avoids use of expensive equipment

d) Improves "real life"processes

e) Harnesses the power of story, e.g., engagement, enjoyment

f) Can reduce training time

On the other hand david kaufman states that the disadvantages wecanget from simulation inteachinglearning process as follow:[18]

a) Expensive and difficult to create

b) Development time may be too long

c) Not useful if content changes frequently

d) Sometimes inappropriate for audience or situation

e) Input is typically not very lifelike

f) Limited set of choices is presented

g) Often too much time for reflection

h) Assumptions or rules usually not made explicit

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[17] *ibid p.22*
[18] *ibid p.23*

5. Teaching Speaking Through Simulation

It is not easy to distinguish clearly between role play and simulation. Both are forms of games mirroring a slice of reality. As a rule simulations are more highly structured and contain more diverse elements in their content and procedure. 'Simulations are simplified patterns of human interactions or social processes where the players participate in roles. Most simulations demand that the participants are supplied with background information and materials to work from both before and during the simulation.19

Using simulation for a basic level class, it is a good idea to use or create simple simulations with less complicated processes. Hyland proposes four-part structure in implementing a simmulation:[20]

a. *Preparation*

    1) In preparation, the teacher ensure the students familiarity and confidence with interactive learning

    2) Assessing students' needs, interests, and abilities

    3) Then the last step in preparation is organising the room and gathering resources

b. *Introduction*

    1) Information input: tasks, roles, background

    2) learners engage in information collection tasks

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[19] Friederike Klippel, *Communication Fluency Activities For Language Teaching*, cambride university, London, 1984, p. 121

[20] Mutphar, Using Simulation In Teaching English For Elementary School Students, English Education Departement, Faculty Of Teacher Training And Education Universitas Muria Kudus, p. 128

3) Language input: useful lexis, structures, genres, etc

c. *Activity*

after entering the stage of activity, a teacher can have multiple roles depending on the planned activities. a teacher may be the observer of the performance of their students, nor a teacher can also participate actively involved in the simulation in other words, teachers also play a role in the simulation.

d. *Debriefing*

Debriefing is essential element of simulation. The teacher helps students understand the exercise, review the language used, and build on weaknesses. Debriefing after simulation activities is very important. Debriefing is not just summing up the event; in fact, it is the most critical stage of the simulation process.